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CBSE 7201

Wiki 5 Annotated Articles

1)

Ferguson, L. (2004). Putting It Together: Integrating Jazz Education in the Elementary General Music Classroom. *Music Educators Journal*, *90*(3), 28-33.

This article focused on the integration of a specific type of music in the elementary general music classroom. Ferguson suggests that as many students as possible should be exposed to jazz education and what better place to do that then in elementary school classrooms. As I have only had one official collegiate music course, I found this article to be extremely helpful when thinking about how to introduce music lessons in the classroom I am currently teaching in. While many sanctions of this article were notable, I felt that I needed to pay close attention to some of the questions they answered based off of action research. Such as does music have to be added to the curriculum but at the expense of something else? This article answered a lot of questions that I had about this topic with one simple answer. Teachers should use an integrated approach to teaching music. If you take a closer look at your lesson plans, there are many places where jazz can slip seamlessly into the existing curriculum without a loss of time or conceptual focus.

2)

Gooding, L. (2009). Enhancing Social Competence in the Music Classroom. *General Music Today*, *23*(1), 35-38. doi:10.1177/1048371309342531

This focus of this article is to examine the ways in which music promotes strong social skills. Social skills are vital for success and functioning in life. Social skills can affect academic success, peer relationships, family relationships and extracurricular and leisure activities. Children and adolescents who display academic, social and behavioral deficits are at risk for negative social and academic outcomes. (Lane, Givner, & Pierson, 2004) Due to these deficits, children with disabilities are at a much greater risk for demonstrating poor social skills. Music education brings out different strategies for incorporating social skills in the classroom. It is beneficial due to the fact that it allows for successful participation in individuals with varying ability levels, which is what we see in all of our classrooms.

3)

Guderian, L. V. (2012). Music Improvisation and Composition in the General Music Curriculum. *General Music Today*, *25*(3), 6-14. doi:10.1177/1048371311415404

This article describes an approach to general music where assignments in music are embedded into the current curriculum. Giving the students the chance to apply what they are learning in their core subjects through music, is promoting creative thinking. It is giving the children a way to reinforce their understanding of the content and strengthen developmental skills thought the use of music. Inclusion of music in a curriculum can enable teachers to provide the children with a comprehensive standards based music education even under limited amounts of time during the daily schedule of core subjects.

4)

Minott, M. A. (2015). Teaching tasks and the composition of a 'piece' using music technology in the classroom: Implications for the education and training of teachers. *Journal Of Music, Technology & Education*, *8*(3), 261-272. doi:10.1386/jmte.8.3.261\_1

This article was very helpful in which it examined using music in the classroom by the means of technology. It focused on the ways in which music can be utilized in the classroom, and who the power is given to when different materials and music practices are used. One issue that many teachers have is that they are asked to incorporate the arts into their lesson plans but have no training in how to do so. This is something that many schools need to take a closer look at because children will benefit from these musical opportunities, especially when it is incorporated with technology.

5)

Burton, J. B., & McFarland, A. L. (2008). Multicultural Resources. *General Music Today*, *22*(1), 42-44.

This article focuses on the education of children in the classroom using music as a means of a multicultural resource material. Using music as a means to promote a deeper connection to the material being taught. They will be using music education to flush out deeper and more difficult issues that relate to their personal lives and experiences as well as those who came before us. Music can create empathy and give alternative perspectives to those who may not encounter opposing viewpoints or challenges from others who do not have the same upbringing.

References:

Burton, J. B., & McFarland, A. L. (2008). Multicultural Resources. *General Music Today*, *22*(1), 42-44.

Ferguson, L. (2004). Putting It Together: Integrating Jazz Education in the Elementary General Music Classroom. *Music Educators Journal*, *90*(3), 28-33.

Gooding, L. (2009). Enhancing Social Competence in the Music Classroom. *General Music Today*, *23*(1), 35-38. doi:10.1177/1048371309342531

Guderian, L. V. (2012). Music Improvisation and Composition in the General Music Curriculum. *General Music Today*, *25*(3), 6-14. doi:10.1177/1048371311415404

Lane, K. L., Givner, C. C., & Pierson, M. R. (2004).Teacher expectations of student behavior: Social skills necessary for success in elementary school classrooms. *Journal of Special Education, 38,* 104-110.

Minott, M. A. (2015). Teaching tasks and the composition of a 'piece' using music technology in the classroom: Implications for the education and training of teachers. *Journal Of Music, Technology & Education*, *8*(3), 261-272. doi:10.1386/jmte.8.3.261\_1